



Missouri Reading First

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What Is Scientifically Based Reading Research (SBRR)?

SBRR:

- Uses systematic, empirical methods that draw on observation and experiment.
- Involves rigorous data analyses.
- Relies on measurements or observational methods that provide valid data.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts.



SBRR Impact on Reading

- **Emphasizes ongoing professional development with classroom support:**
 - Scientifically based reading research (SBRR)
 - Research-based program implementation
 - Use of rigorous assessments
- **Focuses on the five essential components of reading.**
- **NCLB holds states and districts accountable for improving student reading achievement.**



Administrative Manual, Consolidated Federal Programs

- Each targeted assistance program must:
 - “use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program of the school...” page 26



Administrative Manual, Consolidated Federal Programs

- Components of a Schoolwide Program:
 - 2. A description of schoolwide reform strategies that:
 - Provide opportunities for all children to meet the proficient and advanced levels of student performance on the MAP
 - Use effective methods and instructional strategies based on scientifically based research that strengthen the core academic program in the school... page 28



Building Instructional Leadership

Vision



Successful readers

Clear plan



**Local plan for reading
improvement**

Solid foundation



SBRR and SBRI

Talented leaders & staff

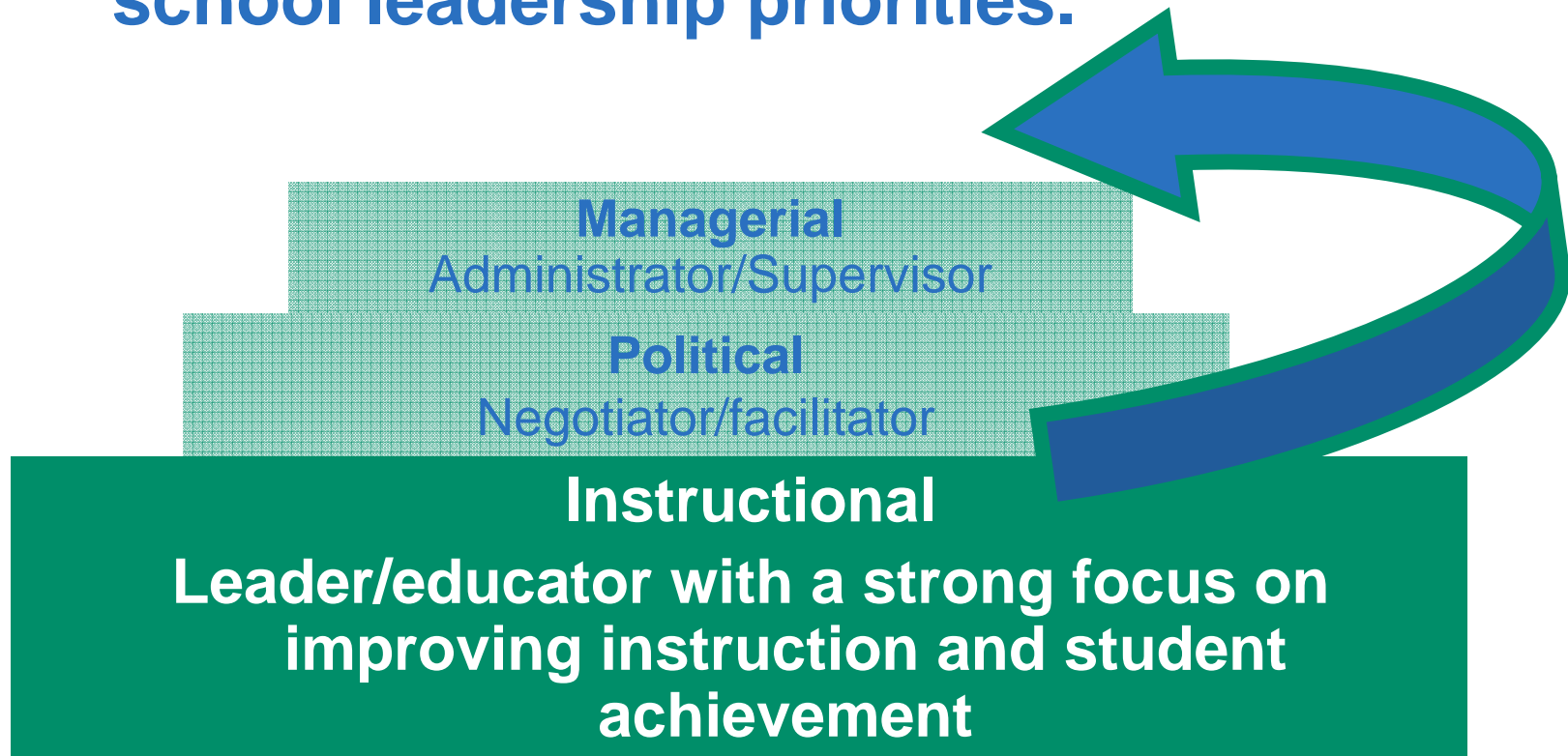


**School Leadership team
Superintendent, Principal**



School Leadership

- Reading improvement requires a shift in school leadership priorities.





Reading Improvement Leadership

Instructional

Leader/educator with a strong focus on improving instruction and student achievement

Managerial

Administrator/Supervisor

Political

Negotiator/facilitator



Instructional Leadership Teams

Include knowledgeable and dedicated educators:

- **Superintendents**
- **Principals**
- **Assistant Principals**
- **Curriculum Directors**
- **Coaches**
- **Reading Specialists**
- **Classroom, Special Education, Title 1 and ELL Teachers**



Team Characteristics

Instructional Leadership Teams:

- **Understand SBRR and SBRI**
- **Set goals and focus on a course of action**
- **Monitor progress using assessment data**
- **Communicate a sense of urgency**
- **Provide continual and supportive professional development**
- **Facilitate organizational support**



Taking a Closer Look at the Instructional Leader's Role

Improvement in reading instruction within a school depends on the principal's ACTIVE and INFORMED involvement.

- Learning
- Communicating
- Monitoring and coordinating
- Supporting
- Overseeing and organizing
- Fostering



Making a Difference

- **Schools with STRONG INSTRUCTIONAL LEADERS show SIGNIFICANTLY GREATER STUDENT GAINS in both reading and mathematics than schools with average or weak leaders (Andrews & Soder, 1987)**

Strong instructional leaders:

- **are regularly in the classroom**
- **work collaboratively with teachers**
- **are key to ensuring successful readers**



Don't Accept Excuses

“It is impossible to bring about meaningful change and sustain it without strong instructional leadership.”

(McEwan, 2002, p. 111)

“There’s not enough time to visit classrooms every day.”

“It’s the parents’ fault.”

“This child just isn’t ready to learn to read.”

“The teacher last year didn’t teach anything.”



Don't Accept Excuses (cont.)

- **Set high expectations that ALL students can learn to read**
- **Emphasize SBRR**
- **Focus on RESULTS:**

- **IMPROVED classroom reading instruction**
- **INCREASED student reading achievement**



Why SBRR?

“Research on reading instruction, perhaps more than any other area of education, is ready for application in the classroom. To do that will require that many deeply held beliefs be set aside in favor of what the evidence has proven beyond a reasonable doubt.”

Sweet, 2004, p. 40



Explicit and Systematic Instruction in the Five Essential Components of Reading

Target areas:

Phonemic Awareness— the ability to hear, identify, and manipulate (work with) individual sounds—phonemes—in spoken words

K, 1

Phonics— an understanding that there is a predictable relationship between phonemes, the sounds of spoken language, and graphemes, the letters and spelling that represent those sounds in written language

K, 1, 2, 3

Fluency— reading accurately, quickly, and with expression (prosody)

1, 2, 3

Vocabulary—knowledge of word meanings

K, 1, 2, 3

Comprehension— the ability to understand or get meaning from text

K, 1, 2, 3



Features of Effective Reading Instruction

➤ Use of assessment data to inform instruction and determine student progress

- ✓ Grouping
- ✓ Planning instruction
- ✓ Delivering targeted instruction and intervention to address students' instructional needs
- ✓ Monitoring student progress toward grade-level standards/benchmarks



Taking a Closer Look at Assessments

	Purpose	Target Population
Screening	Identify students who are at risk for or have reading difficulties and need additional support.	All Students
Diagnosis	Provide in-depth information about students' reading strengths and needs to inform instructional decisions.	At-Risk
Classroom-Based Instructional Assessments/ Progress Monitoring	Determine whether students are making adequate progress or need more support to achieve grade-level reading outcomes.	All Students
Outcome	Evaluate the effectiveness of a total reading program and determine students' overall reading achievement.	All Students



What is Reliable Assessment?

- Reliability of the assessment refers to the stability or consistency of test scores.
- To have confidence in assessment, we would expect a similar score if the students were tested:
 - a. On a different day
 - b. By a different tester
 - c. On a minimally different set of items



What is Valid Assessment?

- Validity of assessment refers to evidence that the test measures what it is supposed to measure. A primary concern is that assessment measures the important beginning reading core areas:
 - a. Phonemic Awareness
 - b. Phonics
 - c. Fluency
 - d. Comprehension
 - e. Vocabulary



SBRI:

Explicit and Systematic Instruction

Explicit instruction:

- Is concrete and visible
- Uses clear and concise language
- Models concepts and skills
- Provides multiple examples

Systematic instruction:

- Is purposeful and sequential
- Follows a carefully designed plan
- Breaks tasks into manageable steps

Students receive **extensive support** as they practice and apply newly learned concepts and skills.



Features (cont.)

- **Alignment to established grade-level standards and benchmarks**
- **Differentiated instruction to meet the needs of individuals and groups of students**
- **Minimum of 90 minutes protected, uninterrupted core reading instruction (6.3.3)**
- **Additional instructional time for intervention**



Taking a Closer Look: Differentiated Instruction

➤ Using assessment data to inform instruction	NOT	➤ Administering assessments and only reporting results
➤ Teaching targeted small groups	NOT	➤ Using only whole class instruction
➤ Using flexible grouping	NOT	➤ Using small groups that never change
➤ Matching instructional materials to student ability	NOT	➤ Using the same reading text with all students
➤ Tailoring instruction to address student needs	NOT	➤ Using the same assignments for the entire class



Taking a Closer Look: Supplementals

Purpose	Maximize student engagement and time on task by providing more opportunities for students to respond and participate.
Instructional Materials	Programs and materials are research-based, emphasize the essential components of reading, and are aligned with the core program.
Grouping	Students are taught in teacher-directed, small, same-ability groups of 3 to 5 students (or fewer).
Instructional Focus	Instruction targets essential reading components based on each student's needs.
Time	Instructional time is increased (e.g., 30 minutes) beyond the core reading block.



What It Takes

“If the primary purpose of schooling is learning, then determining what students need to know, how and when it should be taught, and whether or not these instructional goals have been reached are paramount for effective instructional leaders.”

- **Provide a clear vision of your Reading plan**
- **Establish clear curricular priorities for improving students' reading achievement**



Developing Instructional Goals

Identify:

What?

What is the specific Reading task?

Action?

What action is required?

Who?

Who is responsible?

Timeline?

When will it begin?

When will it be monitored?

When will it be accomplished?

Evaluation?

How will progress be monitored?



Bridging the Gap

“The scientific evidence has taught us that reading must be taught—directly and systematically—and that the children most at risk require the most systematic instruction with the best prepared teachers . . .

. . . there remains an unforgivable gap between what we know about reading development and effective reading instruction and the instruction provided in many of our schools. This must stop. There are no more excuses.”

(Lyon, Shaywitz, Chhabra, & Sweet, 2004, p. 174)



Promoting Instructional Effectiveness: Instructional Programs

Ensure you have a working knowledge of instructional core, supplemental, and intervention programs.



- Establish clear standards
- Monitor fidelity to the program and consistency
- Provide resources and materials
- Help coordinate reading programs
- Conduct supportive instructional visits



Promoting Instructional Effectiveness: Aligning Priorities

**Ensure that SBRR,
state standards,
GLEs, and ongoing
assessments
ARE
the foundation for
reading instruction.**



- **Evaluate reading programs, assessments, and other instructional practices and materials for alignment**
- **Use assessment data to inform instruction and monitor overall program effectiveness**



Promoting Instructional Effectiveness: Assessment

Ensure a thorough understanding of assessment administration and data interpretation to inform and differentiate instruction



- Adhere to a timely assessment schedule
- Facilitate regular school, grade-level, and classroom meetings to analyze assessment data to inform instructional decisions
- Establish a system for identifying at-risk students and providing appropriate differentiated instruction and/or intervention



Promoting Instructional Effectiveness: Classroom Environment

Promote learning
and the importance
of reading.



- Establish clear procedures/rules
- Assist with classroom management so optimal learning can occur
- Encourage active student engagement and participation



Promoting Instructional Effectiveness: Scheduling

Establish schedules that allocate a minimum of 90 minutes for core reading instruction with additional time for intervention.



- **Protect against disruptions**
- **Think creatively when scheduling (language arts; intervention beyond the classroom)**



Promoting Instructional Effectiveness: Professional Development

**Model life-long
learning and
continuous
professional
development.**



**Assist with, monitor, and
attend ongoing
professional
development efforts**



Evidence-Based

“Research—when it is based on sound scientific observations and analyses—provides reliable information about what works and why and how it works Responsible decisions about education must rest on evidence regardless of who is making the decisions: parents, educators, administrators, or policy makers.”

(Reyna, 2004, p. 47, 48)



Monitoring and Evaluating Reading Progress

- Involves making informed decisions based on data throughout the school year

**“Data-driven decision-making can be defined as the process of selecting, gathering, and analyzing data to address school improvement or student achievement problems and challenges and acting on those findings.”
(Steifer, 2002, p.8)**



Data-Driven Instructional Decision-Making

Use assessment data to determine your school's current status:

- What's working
- What's not working
- How different sub-groups performed (economically disadvantaged, racial and ethnic groups, students with disabilities or with limited English proficiency)
- What actions are needed to improve classroom reading instruction and student outcomes



Data-Driven Instructional Decision-Making (cont.)

Identify strengths:

- Students on target for achieving standards/ benchmarks
- Teachers who have consistently large numbers of students meeting or exceeding standards/benchmarks
- Teachers who are implementing reading programs with fidelity and who can serve as mentors
- Reading programs that are meeting students' needs
- Knowledge and skills from professional development



Data-Driven Instructional Decision-Making (cont.)

Identify areas for improvement:

- Students at risk for or who have reading difficulties
- Teachers with a significant number of students NOT meeting benchmarks
- Achievement gaps
- Specific reading components
- Reading programs that need to be evaluated
- Teachers who need support
- Professional development needs



Data-Driven Instructional Decision-Making (cont.)

**Regularly measure progress toward
Reading instructional goals**

- **How are students performing?**
- **What can be changed or improved to increase the number of students meeting or exceeding goals?**



Evaluating Reading Progress

- 1. Establish a comprehensive data management system**
- 2. Develop checkpoints throughout the school year**
 - Monitor progress toward improved student outcomes in reading**



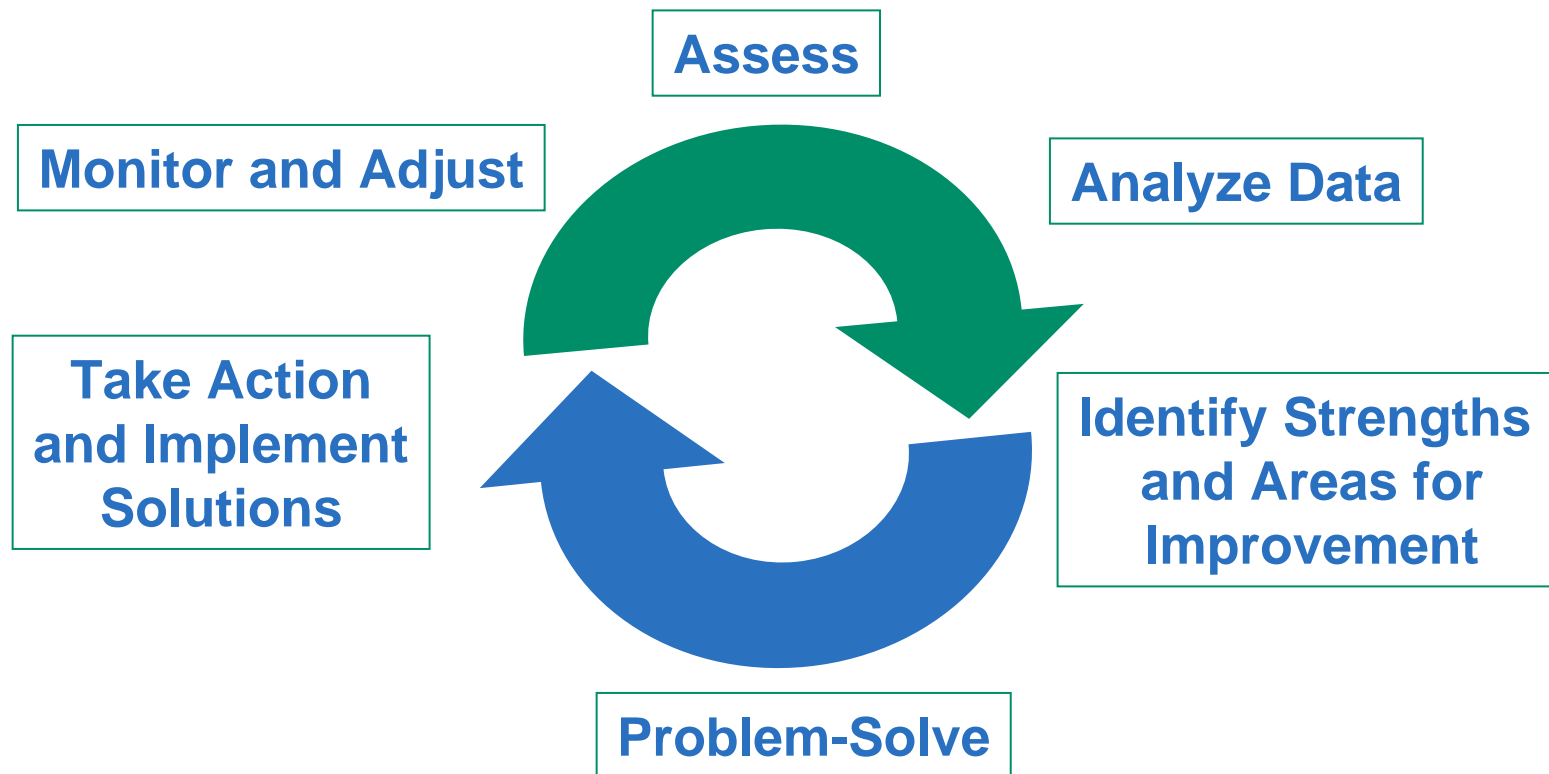
Evaluating (cont.)

- 3. Disaggregate the data and evaluate reading improvement**
- 4. Look for trends in student achievement to help determine schoolwide progress toward instructional goals**



Evaluating (cont.)

5. Collaboratively make adjustments to get instruction on track





The Ultimate Goal

Research empowers us all—teachers, parents, administrators, and researchers—to reach the ultimate goal of ensuring that our children, teenagers, and adults have the most accurate, scientifically based information on effective instruction in reading . . .”

(McCardle & Chhabra, 2004, p. 476)